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ABSTRACT

Designed to provide a mastery or core program in English required for all students from grades 7 through 12 in the Cincinnati Public Schools, this guide represents a compilation of the structured segments of three separate graded courses of study: writing, oral communication/media, and reading/literature. Following an introduction, the guide presents a brief mission statement from the Cincinnati Public Schools and a program philosophy, followed by the English program goals. The next two sections outline expectations for secondary school English classrooms, as well as expectations by grade level. The most extensive section details scope and sequence objectives for each grade. Succeeding sections address evaluation procedures and the purposes of student assessment. A bibliography is also included. (NKA)

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GRADED COURSE OF STUDY
NO. 1041

ENGLISH
GRADES 7-12

DEPARTMENT OF CURRICULUM & INSTRUCTION
CINCINNATI PUBLIC SCHOOLS
1986

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STATEMENT OF APPROVAL

Pursuant to all requirements of the Ohio State Department of Education, the course of study contained in this manual has been developed and approved by the Cincinnati Public Schools for use in:

Subject: English, Reading

Grade(s): 7-12 7, 8, 9

School: Cincinnati Public Schools

Board of Education Approval: _____

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INTRODUCTION

This document is a compilation of three separate graded courses of study - Writing, Oral Communications/Media, and Reading/Literature. The latter was written by a committee of teachers who served as representatives of their departments. During the 1985-86 school year, each English department reviewed the tentative Reading/Literature Graded Course of Study and made suggestions for revision. These were incorporated into this document.

In developing this graded course of study, the committees were guided by Alan Glatthorn's curriculum model (A Guide for Developing English Curriculum for the Eighties) which consists of a structured portion and an unstructured portion. This guide, the structured portion of the curriculum, provides a mastery, or core, program required for all students. Teachers should note that the mastery program is specific and has minimal requirements, such as two novels per year and poetry on a weekly basis. Because the depth and extent of enrichment are dependent on the students' abilities, the enrichment program is not specified, but teachers of academic students are certainly expected to go beyond the core curriculum.

The unstructured portion of the curriculum cannot be addressed in any graded course of study because it concerns the contributions unique to the teacher and those unique to the interaction between each class and the teacher. For example, the English teacher with a strong background in speech probably teaches additional objectives in oral communications. In the same way, the teacher who has visited England undoubtedly uses his/her experiences to enrich the students' studies of British literature.

The objectives in this scope and sequence chart are marked either T for teach, or E for extend. M for mastery is not used because there is no point at which reading, writing, and speaking are mastered; improvements can always be made. Teachers who served on the committee responsible for making the curricular decisions contained in this document or who authored graded courses of study incorporated into this document are as follows:

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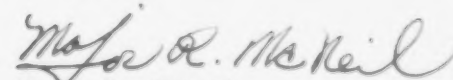
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This graded course of study was written under the supervision of Kathleen Ware, English supervisor, and under the direction of Shirlee Williams, director of secondary education.

Approved:



Major R. McNeil
Assistant Superintendent
Department of Curriculum and Instruction

PHILOSOPHY

MISSION STATEMENT FOR CINCINNATI PUBLIC SCHOOLS

The mission of the Cincinnati Public Schools is to prepare students for a lifetime of learning, growth and enrichment in a changing society. To achieve this mission, the Cincinnati Public Schools will provide each child with equal access to programs of educational excellence in socio-economically and racially integrated settings. Students will learn the essential knowledge, skills, and attitudes to be responsible and productive citizens who can achieve their highest potential and be prepared to respond to change in their lives. Students will learn respect for themselves and others. The students, teachers, administrators, parents, Board of Education, and general community share responsibility for the fulfillment of this mission.

GOALS AND LONG RANGE PLANNING COMMITTEE

Virginia K. Griffin, Chairperson
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PROGRAM PHILOSOPHY

The English class offers opportunities to hone reading, writing, listening, and speaking skills through a variety of activities designed to encourage students to interact creatively, logically, and analytically with one another and with their instructor.

On its most fundamental level, teaching literature involves increasing students' comprehension of written material. As proficiency increases, literary study entails countless opportunities to expand students' intellectual perspectives through examination of philosophies and cultures which are out of the students' personal realm but which promote the notion of the commonality of human experience. Similarly, literary personalities, when examined by students in the context of their own experiences and viewpoints, prompt self-understanding and suggest one's role in society. Additionally, examples of good writing in the various genres provide models for student expression while the readings themselves demand the teaching of literary vocabulary, structure, and form. The situations, characters, ideas, and stylistic features embedded in literature provide excellent stimuli for creative and evaluative thought which finds expression in speech and writing.

Writing, prompting ideational refinement and expression on a very creative level, is presented to students as a powerful tool, a form of expression used to best effect when purpose and audience are considered as a part of the expressive, transactional, and poetic modes. As students practice these modes of discourse, they better their creative, logical, and critical thought in a setting which emphasizes not only the finished piece of writing but also the developmental stages of writing - prewriting, writing, revising, and editing.

Oral communication, the most frequently employed medium to express personality, inform, and persuade, is improved through everyday class activities, demanding that students listen and respond accordingly, as well as activities expressly framed to develop planning and delivery of effective presentations.

Another task for the English teacher is to teach language from an historical perspective. In doing so, the instructor establishes a view of how language changes and is shaped by social, cultural, and geographic factors.

All activities in the English class address themselves to expanding students' perspectives and cultivating their communication skills in ways that foster an enjoyment of language. Writing, reading, listening, and speaking activities are presented to develop a sensitivity to experience and thought and to enhance expression of that thought.

ENGLISH PROGRAM GOALS

Students will:

1. - develop the ability to understand written material.
2. - develop the ability to listen in order to react to the speaker's message.
3. - develop the ability to communicate effectively through speaking.
4. - develop the ability to write in the three modes of discourse - expressive, transactional and poetic.
5. - develop the ability to use language as a tool in logical, critical and creative thinking.
6. - develop a knowledge of the vocabulary, structure, and form of the various literary genres.
7. - develop through the study of writing, literature, and mass media, an understanding of themselves and the ways in which they interact with society.
8. - develop the ability to appreciate a range of cultures and to recognize the commonality of human experience.
9. - develop an understanding of how the English language changes, survives, and is shaped by social, cultural, and geographical differences.

EXPECTATIONS FOR SECONDARY ENGLISH CLASSES

1. The English classroom is student-centered.

In an environment where the teacher serves primarily as a facilitator, the student is encouraged to design and lead activities in a risk-free setting, a classroom where experience, reaction, and expression provide the focus for activities as well as shape the assessment procedure. Students assume some responsibility for one another's assessment by developing criteria for assessment and by responding to each other within established guidelines.

Small groups, furnishing the climate for the acceptance of responsibility as it relates to group process and product, serve as centers for sharing and organizing responses.

2. Reading, writing, thinking, listening, and speaking are taught as integrated processes.

The interdependency of reading, writing, thinking, and listening is stressed in activities in which students write to shape and reinforce their responses to the spoken and written word. Students read to generate topics for writing and discussion as well as to enhance vocabulary development, in turn stimulating the creativity and precision of writing.

At every level, students are regarded as writers who edit, revise, and polish work as well as offer writing suggestions to peers within an atmosphere shaped by the teacher's guidance. They are taught to read as writers with an eye for improving the story by varying components such as the ending, setting, or point of view. Sentence combining is practiced frequently, using not only the students' own writing but sentences from the literature they are reading.

3. Thinking skills are inherent in the study of English.

Creative, logical, and critical thought complement one another and are essential to a thorough study of English. Creativity provides the direction and energy for personalizing literature as well as writing about experiences and ideas in an interesting and imaginative fashion. Logic enables students to anticipate outcomes in literature, frame arguments, and become valuable contributors to class discussion. In the process of peer assessment, critical thought allows students to evaluate ideas and positions presented in the classroom and to substantiate their own opinions.

4. Writing is taught as a process.

Teaching writing is much more than giving an assignment to be completed in isolation, graded by the instructor, and returned. The process of writing involves the teacher as a director of pre-writing activities who encourages students, from time to time, to develop their own topics and criteria for assessment. The instructor furthermore engages the students as editors who check for logical development, coherence, and appropriate use of detail as well as for correct usage, punctuation, spelling and capitalization in one another's developmental drafts. Writing assessment is regarded as a continuous feature of the process to be performed both by the author and his/her peers. Students practice three modes of discourse - transactional, expressive, and poetic. Transactional writings afford students opportunities to improve informative and persuasive communication while poetic and expressive writings focus more upon the therapeutic and creative qualities of writing. Giving voice to thought and experience, with the writer perhaps as sole audience, expressive writing is of an intensely personal nature. In the poetic mode students express their thoughts and experiences through narration, poetry, drama, or description in a form which offers the reader pleasure.

Students come to see themselves as members of the classroom community of writers in an atmosphere where students and teachers write daily and frequently share their thoughts about their writings and about the process by which their thoughts take shape.

5. All English teachers are teachers of reading.

One of the secondary English teacher's main concerns is devising strategies to increase interaction between the student and the text, thereby prompting the motivation necessary to read assigned pieces and promoting critical thought regarding the literature. Pre-reading and concurrent reading activities, inherently tied to the text as well as to matter in related disciplines, are explored in this effort.

6. Literature is part of the English program from grades 7-12.

The study of literature, involving literal, interpretive, and applied comprehension, is vital to the secondary program as it promotes analytical and creative thought which is expressed in both written and oral forms.

Literary selections, not limited to the course's primary text, include a variety of genres selected to present ideas. Additionally, the instructor's choice of literature is not circumscribed by the students' scores on standardized reading tests. Students are often able to understand and enjoy difficult reading material if they are sufficiently motivated to read it and given assistance with the reading.

7. Speaking and listening are taught regularly.

Students learn to communicate effectively in social settings before they learn to speak publicly.

Oral reading is a speaking skill rather than a reading skill. As such, it receives special attention with teachers modeling good delivery as well as indicating their interest in reading by reading to their classes. Selections presented are intended to motivate an interest in reading and are drawn from literature which students are not reading as a class. Likewise, students prepare for and present oral readings to their classmates.

Various listening processes are taught so that students become good listeners both in social situations and in more formal settings.

EXPECTATIONS BY GRADE LEVEL

The scope and sequence chart in this graded course of study contains many objectives marked "T" (teach) at the seventh grade level. The recursive nature of the development of language skills necessitates teaching many of the same objectives repeatedly. Thus, many of these objectives are still being taught at the twelfth grade level. The objective remains the same; the vocabulary becomes more mature; and the syntax, more complex.

The expectations, as stated below, outline minimum grade level literature requirements and offer a broad view of the scope and sequence chart which delineates specific grade level objectives.

1. Grade 7

Young adult literature is used extensively in the seventh grade in an effort to interest students in reading. They must see reading as a pleasureable activity and read widely if they are to improve their reading ability. Poetry is taught on a weekly basis for the purposes of enjoyment and appreciation.

Minimum literature requirements:

two novels
one play

short stories
poetry on a weekly basis

In addition to teaching the reading skills, teachers are to teach the process of reading, i.e., provide the students with pre-reading activities and activities that occur during reading in an effort to increase the interaction between student and text.

In teaching the writing process, prewriting activities are emphasized at this grade level. Immature writers deal primarily with the concrete and usually need a great deal of assistance in generating ideas for writing.

Reading with expression is the primary oral communication skill taught at this level.

2. Grade 8

Young adult literature continues to be emphasized.

Minimum literature requirements:

two novels	short stories
one play	poetry on a weekly basis
biography or autobiography	

In addition to continuing to teach the seventh grade objectives, the eighth grade teacher provides students with opportunities to participate in panel discussions, teaches listening skills, and emphasizes notetaking.

3. Grade 9

Instruction in reading continues to be one of the tasks of the English teacher at grade nine. Even though a basal reader is not used at this level, ninth grade students must develop an understanding of the process of reading and must receive reinforcement in all of the reading skills taught at grades seven and eight.

Minimum literature requirements:

two novels
short stories
poetry
two plays (one Shakespearean)
mythology

Ninth grade students learn to integrate descriptive writing into narrative, expository, and persuasive writing.

Public speaking skills are taught at grade nine beginning with demonstration speeches.

4. Grade 10

Instruction in reading continues to be one of the tasks of the tenth grade English teacher. Minimum literature requirements:

two novels
short stories
poetry - narrative & lyric
two plays (one Shakespearean)

Tenth grade students are introduced to translations of world literature.

The history of British English is taught at this level.

Informative speeches and persuasive essays are emphasized.

5. Grade 11

American literature is the focus of the literature program at grade eleven. Students read works by writers of various ethnic backgrounds to expand their knowledge of American culture and history.

Minimum literature requirements:

two novels
short stories
poetry
two plays (one Shakespearean)
essays

In the area of oral communications, students progress to giving persuasive speeches. They also learn interviewing skills.

Persuasive essays and literary analysis are emphasized in the writing program.

6. Grade 12

British literature is emphasized at grade twelve. World literature enriches the studies.

Minimum literature requirements:

two novels
short stories
two plays (one Shakespearean)
poetry
essays

Twelfth grade students continue to focus on persuasive speeches and persuasive essays.

SCOPE & SEQUENCE
OBJECTIVES

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GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
1. Students will develop the ability to understand written material.	Students will: 1. a. - experience the stages of the reading process.	Students will: Pre-reading - 1. a. 1. - make predictions.	T	E	E	E	E	E
		1. a. 2. - relate reading material to their past experiences.	T	E	E	E	E	E
		1. a. 3. - solve problems related to their impending reading.	T	E	E	E	E	E
		During reading - 1. a. 4. - confirm or reject predictions made in pre-reading.	T	E	E	E	E	E
		1. a. 5. - generate new predictions concerning outcomes based on information given at various points in a reading selection.	T	E	E	E	E	E
		1. a. 6. - ask questions as an aid to organizing material.	T	E	E	E	E	E
		1. a. 7. - establish important information.	T	E	E	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
		After reading - 1. a. 8. - link new word meanings to prior knowledge.	T	E	E	E	E	E
		1. a. 9. - identify questions about a reading selection as literal, interpretive, or applied.	T	E	E	E	E	E
		1. a. 10. - confirm or reject earlier predictions.	T	E	E	E	E	E
		1. a. 11. - paraphrase and/or summarize the reading selection.	T	E	E	E	E	E
		1. a. 12. - state the main idea of the reading selection.	T	E	E	E	E	E
		1. a. 13. - give supportive evidence for the main idea.	T	E	E	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
1. b. - develop a positive attitude toward reading.		1. b. 1. - be exposed to a variety of reading materials.	T	T	T	T	T	T
		1. b. 2. - relate the characters and situations in the reading to their own lives.	T	T	T	T	T	T
		1. b. 3. - compare and contrast their reactions to the reading material with those of their classmates.	T	T	T	T	T	T
		1. b. 4. - recognize that reading has different purposes:						
		a. information	T	T	T	T	T	T
		b. pleasure	T	T	T	T	T	T
		c. personal growth.	T	T	T	T	T	T

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
1. c. - acquire vocabulary through reading.		1. c. 1. - recognize and use common Greek and Latin affixes as aids in defining words.	T	T	T	E	E	E
		1. c. 2. - identify and list synonyms and/or antonyms for given words.	T	T	T	E	E	E
		1. c. 3. - use the dictionary for pronunciation, spelling, and definition of unfamiliar words.	T	E	E	E	E	E
		1. c. 4. - define words using context clues.	T	E	E	E	E	E
		1. c. 5. - determine the correct use of words with multiple meanings.	T	E	E	E	E	E
		1. c. 6. - identify and interpret dialectical language in reading selections.	T	E	E	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
1. d. - develop study/reference skills.		1. d. 1. - develop and apply test-taking skills to standardized and teacher-made tests.	T	T	T	T	T	T
		1. d. 2. - answer questions about maps, graphs, charts and diagrams.	T	T	T	E	E	E
		1. d. 3. - ask detailed questions to review reading material.	T	T	E	E	E	E
		1. d. 4. - demonstrate knowledge of/explain the uses of the parts of a textbook.	T	T	E	E	E	E
		1. d. 5. - follow written and diagrammatic directions.	T	E	E	E	E	E
		1. d. 6. - vary reading rate according to purpose.	T	E	E	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
		1. d. 7. - locate information in the library using various reference sources.	T	E	E	E	E	E
		1. d. 8. - take notes from a text.		T	E	E	E	
		1. d. 9. - paraphrase their notes.		T	T	T	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
1. e. - understand what the author said.		1. e. 1. - use modified cloze procedures to identify missing words in passages.	T	T	T	T	T	T
		1. e. 2. - arrange a given set of sentences in their most logical sequence to make a coherent paragraph.	T	T	T			
		1. e. 1. - recall information from a given selection.	T	E	E	E	E	E
		1. e. 4. - list logically the events in a given selection.	T	E	E	E		
		1. e. 5. - make a diagram of a place as described in a passage.		T	E	E		

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
1. f. - interpret the text.		1. f. 1. - recognize and compare author's purpose in selected readings.	T	T	T	E	E	E
		1. f. 2. - understand the role of transitional words in ordering thoughts.	T	T	E	E	E	E
		1. f. 3. - infer meaning in order to draw conclusions.	T	E	E	E	E	E
		1. f. 4. - analyze written material to determine the author's bias, viewpoint and/or meaning.	T	E	E	E	E	E
		1. f. 5. - differentiate between cause and effect and explain their relationship.	T	E	E	E	E	E
		1. f. 6. - identify, state, and differentiate between the main idea and supporting details in a given selection.	T	E	E	E	E	E
		1. f. 7. - identify the audience for whom the work was intended.	T	E	E	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
		1. f. 8. - differentiate between fact and opinion.	T	E	E	E	E	E
		1. f. 9. - interpret figurative language, i.e., simile, metaphor, hyperbole, personification, irony.	T	E	E	E	E	E
		1. f. 10. - distinguish between connotative and denotative language.		T	E	E	E	E
		1. f. 11. - group specific ideas to general classes.		T	E	E		
		1. f. 12. - understand how paragraph structure often follows a general-specific organization of ideas.			T	T	T	T
		1. f. 13. - identify one or more premises and a conclusion stated in a written description.			T	T	T	T
		1. f. 14. - outline the relationships among ideas in a selection.			T	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
1. g. - extend their understanding beyond the text.		1. g. 1. - relate present reading material to previous reading.	T	T	T	T	T	T
		1. g. 2. write evaluative responses to literature.	T	T	T	T	T	T
		1. g. 3. - apply what has been learned to their lives.	T	E	E	E	E	E
		1. g. 4. - write sequels to reading materials.	T	E	E	E	E	E
		1. g. 5. - accept or reject the author's message based on their perception of the author's bias and their own bias.				T	T	T
		1. g. 6. - evaluate general statements based on their degree of support provided by specific statements.				T	T	T

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
2. Students will develop the ability to listen in order to react to the speaker's message.	Students will: 2. a. - understand the techniques of good listening.	Students will: 2. a. 1. - maintain eye contact with the speaker.	T	E	E	E	E	E
		2. a. 2. - focus on the speaker and his/her speech excluding both external and internal interferences.	T	E	E	E	E	E
		2. a. 3. - differentiate among the casual, attentive, and critical levels of listening.		T	E	E	E	E
		2. a. 4. - determine the level of listening needed for specific tasks.		T	E	E	E	E
		2. 1. 5. - analyze the meaning of the speaker's body language.		T	E	E	E	E
		2. a. 6. - give verbal and non-verbal responses to the speaker.		T	E	E	E	E
		2. a. 7. - take notes from oral readings/presentations.		T	E	E	E	E
		2. a. 8. - summarize oral readings/presentations.		T	E	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
2. b. - comprehend the speaker's message.		2. b. 1. - follow oral directions.	T	E	E	E	E	E
		2. b. 2. - recall the speaker's major points.	T	E	E	E	E	E
		2. b. 3. - recognize the speaker's intent.		T	E	E	E	E
		2. b. 4. - infer the speaker's message using non-verbal clues.		T	E	E	E	E
		2. b. 5. - infer the speaker's meaning using verbal clues.		T	E	E	E	E
		2. b. 6. - distinguish between the stated and the implied.		T	E	E	E	E
		2. b. 7. - organize the speaker's message in a way that is meaningful to them.		T	E	E	E	E
		2. b. 8. - check their understanding of the speaker's message with the speaker, if necessary.		T	E	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
2. c. - evaluate the content of the speaker's message.		2. c. 1. - determine the speaker's bias.			T	E	E	E
		2. c. 2. - detect deception in the speaker's message.			T	E	E	E
		2. c. 3. - determine how the speaker's message relates to them.			T	E	E	E
		2. c. 4. - accept or reject the speaker's message and give reasons to support their decisions.			T	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
3. Students will develop the ability to communicate effectively through speaking.	Students will: 3. a. - gain social confidence as communicators.	Students will: 3. a. 1. - identify the meaning of non-verbal communication.	T	E	E	E	E	E
		3. a. 2. - use appropriate non-verbal communication.	T	E	E	E	E	E
		3. a. 3. - participate in small group activities.	T	E	E	E	E	E
		3. a. 4. - recognize the various roles of group members.	T	E	E	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
3. b. - develop the ability to speak effectively in public.		3. b. 1. - speak distinctly.	T	E	E	E	E	E
		3. b. 2. - vary rate of speech, pitch, tone, and quality of voice in order to emphasize important points, keep the audience's attention, and/or create a mood.			T	E	E	E
		3. b. 3. - project their voices.			T	E	E	E
		3. b. 4. - maintain eye contact with the audience.			T	E	E	E
		3. b. 5. - use gestures and body movement in order to make a point, keep the audience's attention, show excitement, or create a mood.			T	E	E	E
		3. b. 6. - identify attire that is appropriate for various speaking situations.			T	E	E	E
		3. b. 7. - relate the choice of language to the speaker's intent and the nature of the audience.			T	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
		3. b. 8. - use transitions that assist the listener in following the organization of the speech.			T	E	E	E
		3. b. 9. - speak from outlines, notes or written texts without appearing to read.			T	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
3. c. - develop effective interviewing skills.		3. c. 1. - use grooming, attire, posture, eye contact, facial expression, and handshake effectively in making a first impression on the interviewer.					T	E
		3. c. 2. - relate their backgrounds, experiences, aptitudes, and interests to the jobs they are seeking.					T	E
		3. c. 3. - answer open-ended questions in a precise, organized, and thorough manner.					T	E
		3. c. 4. - give specific answers to closed questions.					T	E
		3. c. 5. ask questions about the company or job for which they are being interviewed.					T	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
	3. d. - participate in a variety of public speaking situations.	3. d. 1. - read orally with expression.	T	E	E	E	E	E
		3. d. 2. - participate in panel discussions.		T	E	E	E	E
		3. d. 3. - summarize the content of panel discussions.		T	E	E	E	E
		3. d. 4. - organize and deliver demonstration speeches.			T	E	E	E
		3. d. 5. - organize and deliver informative speeches.				T	E	E
		3. d. 6. - organize and deliver persuasive speeches.					T	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
4. Students will develop the ability to write in the three modes of discourse-expressive, transactional, and poetic.	Students will: 4. a. - experience the stages of the writing process.	Students will: 4. a. 1. - use sentence combining to eliminate repetition, combine ideas, and experiment with emphasis and style.	T	T	T	T	T	T
		4. a. 2. - understand that freewriting is a purposeful activity.	T	E	E	E	E	E
		4. a. 3. - participate in in prewriting activities such as reading, large and small group discussion, questioning, freewriting, journals, brainstorming, field trip or media presentation.	T	E	E	E	E	E
		4. a. 4. - categorize items from a teacher-given list and use them to develop a composition.	T	E	E	E	E	E
		4. a. 5. - break down a general subject into a manageable paragraph or short essay.	T	E	E	E	E	E
		4. a. 6. - analyze multiple drafts of a student composition in order to hypothesize the thought processes the writer used in making revisions.	T	E	E	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
		4. a. 7. - share writings by -exchanging papers -reading papers to small group or class. -sending letters (business and friendly) -publishing for school or community.	T	E	E	E	E	E
		4. a. 8. - recognize the role of the dictionary in defining and explaining language.	T	E	E	E	E	E
		4. a. 9. - evaluate periodically writing in folder and journal and indicate progress on editing chart developed by teacher and/or student.	T	E	E	E	E	E
		4. a. 10. - use a word processor for revision.	T	E	E	E	E	E
		4. a. 11. - recognize the role of the thesaurus in increasing word power.		T	E	E	E	E
		4. a. 12. - determine the type of composition and identify audience and purpose from given prewriting notes.			T	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
		4. a. 13. - locate central ideas or foci in journal entries.			T	E	E	E
		4. a. 14. - use a thesaurus and a dictionary with full synonym entries to identify the most appropriate word choice.			T	E	E	E
		4. a. 15. - examine shades of meaning in order to determine the most appropriate word choice.			T	E	E	E
		4. a. 16. - culminate pre-writing by arranging notes, deciding focus, determining audience, and choosing mode of discourse.			T	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
4. b. - use the expressive mode to reveal thoughts and feelings.		4. b. 1. - keep a writer's portfolio.	T	T	T	T	T	T
		4. b. 2. - value freewriting as a source of ideas.	T	T	T	T	T	T
		4. b. 3. - participate in focused freewriting using teacher/student-developed topics.	T	T	T	T	T	T
		4. b. 4. - develop compositions based on freewriting or focused freewriting from writer's portfolio.	T	T	T	T	T	T
		4. b. 5. - make frequent journal entries in writer's portfolio.	T	T	T	T	T	T
		4. b. 6. - develop compositions based on journal entries in writer's portfolio.	T	T	T	T	T	T
		4. b. 7. - freewrite several times a week.	T	T	T			

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
4. c. - use the transactional mode to inform, advise, persuade.		4. c. 1. - write a descriptive paper from suggested teacher/student topics.	T	T				
		4. c. 2. - compare and contrast two items or ideas in a short paper or essay.	T	T	T			
		4. c. 3. - write a paragraph/short paper which explains a process.	T	T	T			
		4. c. 4. - write a paper supporting or opposing a stated position.	T	T	T			
		4. c. 5. - write cause and effect explanations dealing with a. the imaginary b. the real.	T	T				
		4. c. 6. - determine purpose for writing (to inform, advise, persuade, instruct) from a variety of models.			T	T	T	T
		4. c. 7. - write persuasive essays.				T	T	T

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
		4. c. 8. - integrate comparison/contrast into persuasive writing.				T	T	T
		4. c. 9. - write an analytical essay which reflects thinking they have done about characterization, setting, plot, theme, tone, and the relationship among these in a piece of literature they have studied.					T	T

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
	4. d. - use the poetic mode to create an aesthetic experience.	4. d. 1. - create narratives based on pictures, illustrations, photographs, and/or music.	E	E	E	E	E	E
		4. d. 2. - create poems.	E	E	E	E	E	E
		4. d. 3. - create fables.	E	E	E	E	E	E
		4. d. 4. - create endings for open-ended stories.	E	E	E	E	E	E
		4. d. 5. - create sequels or prologues after reading a story.	E	E	E	E	E	E
		4. d. 6. - create a description using figurative language.	E	E				
		4. d. 7. - create myths.			E	E	E	E

NOTE * The teacher cannot teach students to create but must establish a classroom atmosphere where creativity is fostered.

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
	4. e. - gain control of the conventions of marketplace English through revision of their own papers rather than through repeated grammar/usage drill.	4. e. 1. - recognize the differences between the conventions of community dialects and those of marketplace English.	T	T	T	T	T	T
		4. e. 2. - recognize the purposes for which marketplace English is used.	T	T	T	T	T	T
		4. e. 3. - demonstrate control of marketplace usage.	T	T	T	T	T	T
		4. e. 4. - demonstrate a knowledge of the rules of capitalization.	T	T	T	T	T	T
		4. e. 5. - control sentence boundaries with appropriate internal and external punctuation.	T	T	T	T	T	T
		4. d. 6. - arrange words, phrases, subordinate and coordinate clauses effectively.	T	T	T	T	T	T
		4. e. 7. - revise their own written passages for content and form by asking questions of their writing.	T	T	T	T	T	T

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
		4. e. 8. - revise written passages by changing person, number, and/or tense.	T	T	T	T	T	T
		4. e. 9. - peer edit each other's papers using teacher and/or student devised checklist.	T	T	T	T	T	T
		4. e. 10. - keep personal lists of frequently misspelled words.	T	T	T	T	T	T
		4. e. 11. - keep personal lists of words which they find troublesome, i.e., homophones, verbs.	T	T	T	T	T	T
		4. e. 12. - keep personal lists of frequent usage errors.	T	T	T	T	T	T

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
4. f. - write clearly and logically.		4. f. 1. - use transitional devices which enhance meaning.	T	E	E	E	E	E
		4. f. 2. - vary sentence length and structure.	T	E	E	E	E	E
		4. f. 3. - use various patterns of paragraph development such as spatial, inductive, deductive, and chronological.	T	E	E	E	E	E
		4. f. 4. - repeat key words for emphasis.	T	E	E	E	E	E
		4. f. 5. - adjust word order to clarify meaning.	T	E	E	E	E	E
		4. f. 6. - improve clarity through revision and editing.	T	E	E	E	E	E
		4. f. 7. - use active or passive voice according to purpose.	T	E	E	E	E	E
		4. f. 8. - use consistent person and tense.	T	E	E	E	E	E
		4. f. 9. - use parallel structure in writing	T	E	E	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
		4. f. 10. - edit for wordiness.	T	E	E	E	E	E
		4. f. 11. - avoid use of cliches in formal writing.	T	E	E	E	E	E
		4. f. 12. - edit to replace vague terms with more precise language.	T	E	E	E	E	E
		4. f. 13. - use sentence combining techniques to edit for repetition.	T	E	E	E	E	E
		4. f. 14. - edit to eliminate misused words and expressions.	T	E	E	E	E	E
		4. f. 15. - edit and revise punctuation to clarify meaning.	T	E	E	E	E	E
		4. f. 16. - edit to eliminate fragments and run-on sentences.	T	E	E	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
5. Students will develop the ability to use language as a tool in logical, critical, and creative thinking.	Students will: 5. a. - develop logical thought patterns.	5. a. 1. - recognize that how to think is different from what to think.	T	E	E	E	E	E
		5. a. 2. - create hypotheses and predict outcomes in reading, writing, and speaking.	T	E	E	E	E	E
		5. a. 3. - categorize and classify information as a part of pre-reading and pre-writing activities.	T	E	E	E	E	E
		5. a. 4. - recognize, explain, and complete verbal and non-verbal analogies.	T	E	E	E	E	E
		5. a. 5. - draw logical conclusions from specific examples.		T	E	E	E	E
		5. a. 6. - draw logical conclusions from cause/effect reasoning.		T	E	E	E	E
		5. a. 7. - draw logical conclusions from analogies.		T	E	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
		5. a. 8. - identify contradictory statements within a speech or text.			T	E	E	E
		5. a. 9. - detect fallacies in reasoning.				T	E	E
		5. a. 10. - distinguish between inductive and deductive reasoning.				T	E	E
		5. a. 11. - draw logical conclusions using deductive reasoning.				T	E	E
		5. a. 12. - construct logical sequences and understand the conclusions to which they lead.					T	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
5. b. - evaluate the intentions and messages of speakers and writers.		5. b. 1. - ask questions in order to clarify meaning.	T	E	E	E	E	E
		5. b. 2. - differentiate between valid and invalid reasons.	T	E	E	E	E	E
		5. b. 3. - support judgments with valid reasons.	T	E	E	E	E	E
		5. b. 4. - distinguish between fact and opinion.	T	E	E	E	E	E
		5. b. 5. - differentiate between subjective and objective viewpoints.			T	E	E	E
		5. b. 6. - assess the credibility of the speaker or writer.			T	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
5. c. - develop their creative potential.		5. c. 1. - generate unique ideas, especially in pre-reading and pre-writing activities.	T	E	E	E	E	E
		5. c. 2. - see new relationships among ideas from their reading, writing, and listening.	T	E	E	E	E	E
		5. c. 3. - synthesize information and present applications of their knowledge to their classmates.	T	E	E	E	E	E
		5. c. 4. - answer open-ended questions in a precise, organized, and thorough manner.	T	E	E	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
	5. d. - acquire strategies for learning.	5. d. 1. - develop questioning strategies that take them from the literal, to the interpretive, and then to the applied level of thinking.	T	E	E	E	E	E
		5. d. 2. - review previous learning and predict what they will learn next.	T	E	E	E	E	E
		5. d. 3. - record what they have learned and their questions/reflections about what they have learned.	T	E	E	E	E	E
		5. d. 4. - apply learning techniques using materials from other disciplines.	T	E	E	E	E	E
		5. d. 5. - use graphic organizers in arranging material in a meaningful way.	T	E	E	E	E	E
		5. d. 6. - explain and defend their graphic organization to other members of the class.		T	E	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
6. Students will develop a knowledge of the vocabulary, structure, and form of the various literary genres.	Students will: 6. a. - relate literature to its historical context.	Students will: 6. a. 1. - develop a timeline on which they place historical events, literary works, and their own writing when it refers to a time other than the present.	T	E	E	E	E	E
		6. a. 2. - examine the effect of the period on the work and the effect of the work on history.	T	E	E	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
6. b. - comprehend the elements of fiction.		6. b. 1. - identify the elements of fiction in short stories, novels, and drama:						
		a) character	T	E	E	E	E	E
		1) protagonist	T	E	E	E	E	E
		2) antagonist	T	E	E	E	E	E
		3) major/minor	T	E	E	E	E	E
		b) setting	T	E	E	E	E	E
		1) exposition	T	E	E	E	E	E
		2) tone			T	E	E	E
		3) mood			T	E	E	E
		c) plot	T	T	T	T	T	T
		1) foreshadowing	T	T	T	T	T	T
		2) flashback	T	T	T	T	T	T
		3) climax	T	T	T	T	T	T
		4) conflict	T	T	T	T	T	T
		5) denouement			T	E	E	E
		d) theme	T	T	T	T	T	T
		motif				T	E	E
		e) first/third point of view	T	E	E			
		f) irony			T	E	E	E
		g) style				T	T	T
		h) satire						T

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
		6. b. 2. - synthesize the character from what he/she says, does, and from what others say about him/her.	T	T	T	T	T	T
		6. b. 3. - compare and contrast given characters in a literary selection.	T	E	E	E	E	E
		6. b. 4. - analyze character motivation.	T	T	T	T	T	T
		6. b. 5. - identify theme and recognize its relationship to plot, character, and setting.			T	T	T	T
		6. b. 6. - identify and analyze symbolism in fiction.			T	E	E	E
		6. b. 7. - analyze thematic development through style, tone, and figurative language.					T	T

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
		6. b. 8. - compare selections from several genres sharing a common theme.					T	T
		6. b. 9. - compare several works by one author to determine style.						T

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
6. c. - examine and analyze figurative language.		6. c. 1. - appreciate the artistry of figurative language as well as the image created.	T	T	T	E	E	E
		6. c. 2. - differentiate between literal and figurative language.	T	T	E	E	E	E
		6. c. 3. - identify the following figures of speech:						
		a) simile	T	T	T	E	E	E
		b) metaphor	T	T	T	E	E	E
		c) hyperbole	T	T	T	E	E	E
		d) personification	T	T	T	E	E	E
		e) metonymy				T	E	E
		f) synecdoche				T	E	E
		g) apostrophe					T	E
		h) antithesis					T	E
		i) paradox						T

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
		6. c. 4. - use figurative language in their writing.			T	E	E	E
		6. c. 5. - explain the meaning of figurative language in various literary works.					T	T
		6. c. 6. - infer author's purpose for using figurative language.					T	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
	6. d. - read, evaluate, and react to poems on a regular basis.	6. d. 1. - encounter poems through both oral and silent reading.	T	T	T	T	T	T
		6. d. 2. - react to poems through discussion and writing.	T	T	T	T	T	T
		6. d. 3. - paraphrase and interpret poems to arrive at meaning.	T	T	T	T	T	T
		6. d. 4. - develop an appreciation of poetry as a valuable form of expressing thought and emotion.	T	E	E	E	E	E
		6. d. 5. - recognize individual images and analyze the impact of imagery on the poem.		T	E	E	E	E
		6. d. 6. - identify and analyze various forms of poetry including sonnet, haiku, ballad, epic, and song.			T	T	E	E
		6. d. 7. - address meter and rhyme in poetry.			T	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
		6. d. 8. - recognize sound devices in poetry including alliteration, consonance, assonance, and onomatopoeia.			T	E	E	E
		6. d. 9. - differentiate between narrative and lyric poetry.			T	E	E	E
		6. d. 10. - identify and analyze the ode and elegy.						T

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
6. e. - read and analyze drama with special emphasis on Shakespearean plays.		6. e. 1. - define and identify the parts of the play being studied.	T	E	E	E	E	E
		6. e. 2. - identify and analyze the dramatic structure of the particular play.			T	E	E	E
		6. e. 3. - identify asides, soliloquies, and puns in a drama.			T	E	E	E
		6. e. 4. - show an awareness of the major facets of Elizabethan life.			T	T	T	T
		6. e. 5. - define and distinguish elements of comedy and tragedy.			T	T	T	T
		<u>Comedy</u> a. exaggerated characters b. contrived or farcical situations c. malapropisms d. mistaken identity e. happy ending <u>Tragedy</u> a. hero's rise and fall b. tragic flaw c. protagonist d. audience empathy e. restoration of order						

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
		6. e. 6. - paraphrase a section of the Shakespearean play studied.			T	T	T	T
		6. e. 7. - define and understand the use of comic relief.			T	T	T	T

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
6. f. - read and distinguish various types of prose.		6. f. 1. - differentiate between fiction and nonfiction.	T	E	E	E	E	E
		6. f. 2. - read and define science fiction.	T	E	E	E	E	E
		6. f. 3. - read fables and express the morals in their own words.	T	T				
		6. f. 4. - identify and define folklore, including tall tales and legends in their historic and contemporary context.	T	E	E			
		6. f. 5. - recognize and state the differences between biography and autobiography.		T				
		6. f. 6. - define mythology.			T			
		6. f. 7. - identify major mythical characters.			T			

GOAL

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7 8 9 10 11 12

6. f. 8. - compare
major myths from various
cultures and periods.

T

6. f. 9. - read a variety
of essays and evaluate them
on the basis of audience
and author's purpose.

T

T

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
7. Students will develop through the study of writing, literature, and mass media, an understanding of themselves and the ways in which they interact with society.	7. a. - explore the common themes of literature.	7. a. 1. - recognize the common themes in literature.	T	E	E	E	E	E
		7. a. 2. - recognize the common conflicts in literature, i.e., individual vs.: self individual society nature technology supernatural	T	E	E	E	E	E
		7. a. 3. - identify traits common to characters in literature.	T	E	E	E	E	E
		7. a. 4. - identify common factors that motivate characters in literature.	T	E	E	E	E	E
		7. a. 5. - relate elements of contemporary culture to the common themes of literature.	T	E	E	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
		7. a. 6. - relate the common themes of literature to their lives.	E	E	E	E	E	E
		7. a. 7. - categorize literary works according to theme.			T	T	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
	7. b. - examine various propaganda techniques.	7. b. 1. - Identify various propaganda techniques, including but not limited to the following: transfer, bandwagon, name-calling, card stacking, plainfolk, glittering generalities, pseudo-scientific jargon, testimonial, connotative language, insufficient information.	T	T	T	E	E	E
		7. b. 2. - use various propaganda techniques in writing and speaking.	T	T	T	E	E	E
		7. b. 3. - evaluate the effectiveness of various propaganda techniques.	T	T	T	E	E	E
		7. b. 4. - examine stereotyping in literature, mass media and their writing.	T	T	E	E	E	E
		7. b. 5. - evaluate advertisements for appeal.	T	T	E	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
		7. b. 6. - differentiate between fact and opinion.	T	E	E	E	E	E
		7. b. 7. - analyze propaganda techniques in literature and mass media for author's bias and/or point of view.	T	E	E	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
	7. c. - evaluate themselves in terms of insights gained from literature.	7. c. 1. - relate characters in literature, both fictional and non-fictional, to themselves and to people they know.	T	T	E	E	E	E
		7. c. 2. - assess insights gained from literature as they apply to today's world.	T	E	E	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
	7. d. - examine their roles in society through the representation of contemporary culture in the mass media.	7. d. 1. - recognize examples of manipulation through the mass media.	T	T	E	E	E	E
		7. d. 2. - identify situations where they have been manipulated.	T	T	E	E	E	E
		7. d. 3. - recognize manipulation of groups and individuals in the mass media.		T	E	E	E	E
		7. d. 4. - evaluate television/radio programming to determine the station's appeal to a specific audience.		T	E	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
8. Students will develop the ability to appreciate a range of cultures and to recognize the commonality of human experience.	8. a. - Students will: cultivate a sensitivity to the importance of ethnic and women writers in American literature.	Students will: 8. a. 1. - read works by ethnic writers.	T	T	T	T	T	T
		8. a. 2. - read works by women writers.	T	T	T	T	T	T
		8. a. 3. - recognize that ethnic/women writers have a special perspective that differs from the perspectives of authors who are not members of those groups.			T	E	E	E
		8. a. 4. - recognize that ethnic/women writers address themes common to all literature.			T	E	E	E
		8. a. 5. - value the contributions of ethnic/women writers to American literature.					T	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
	8. b. - examine themes common to literature of various cultures and nationalities.	8. b. 1. - examine literary themes related to war.	T	T	T	T	T	T
		8. b. 2. - examine literary themes related to love and other human relationships	T	T	T	T	T	T
		8. b. 3. - examine literary themes related to prejudice.	T	T	T	T	T	T
		8. b. 4. - examine literary themes related to responsibility.	T	T	T	T	T	T
		8. b. 5. - read non-English literature in translation.				T	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
	8. c. - state the similarities between themselves and people of other cultures.	8. c. 1. - relate non-American characters in world literature to people in their own lives.	T	T	T	E	E	E
		8. c. 2. - recognize archetypal characters in literature.				T	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
9. Students will develop an understanding of how the English language changes, survives, and is shaped by social, cultural, and geographical differences.	Students will: 9. a. - survey the history of British English.	Students will: 9. a. 1. - recognize the roots of the English language.				T	E	E
		9. a. 2. - assess the impact of the Norman invasion on the English language.				T	E	E
		9. a. 3. - recognize the influence of Latin and Greek on the English language a. from the Roman occupation of Britain b. from the influence of the Renaissance.				T	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
	9. b. - survey the development of American English.	9. b. 1. - cite examples of the influences of other languages on American English.	T	E	E	E	E	E
		9. b. 2. - identify the contributions of various ethnic/cultural groups to American English.	T	E	E	E	E	E
		9. b. 3. - value regional/dialectical differences in American English.	T	E	E	E	E	E
		9. b. 4. - recognize the influence of jargon on American English.	T	E	E	E	E	E
		9. b. 5. - recognize sexism in American English.	T	E	E	E	E	E
		9. b. 6. - recognize the rapidity of change in today's English.			T	E	E	E

GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES	GRADE LEVEL					
			7	8	9	10	11	12
		9. b. 7. - recognize that American English will continue to change.			T	E	E	E
		9. b. 8. - value the openness of American English.			T	E	E	E
		9. b. 9. - recognize the impact of technology on American English.				T	E	E
		9. b. 10. - analyze the effects of the feminist movement on American English.				T	E	E

EVALUATION

Evaluation procedures are an integral part of a course of study. On-going assessment of the effectiveness of a school's program results in constant growth in the curriculum growth, thereby forestalling irrelevance.

Both program and student evaluation are addressed here.

PROGRAM ASSESSMENT

Program assessment is a procedure that involves all English teachers in the Cincinnati Public Schools. Department chairpersons acting as representatives of the English teachers in their schools meet periodically to accomplish the following tasks:

1. determine areas of strength or weakness in the program by analyzing standardized test results, Essential Skills Test results, and Writing Competency Test results.
2. determine minor revisions in the course of study as a result of end-of-year assessment.
3. initiate procedure for five-year review/revision of graded course of study.

Students in grades 7-11 are given a standardized reading test every year. During the 1986-87 school year, Essential Skills Tests for English 9, English 10, and English 11 will be developed by a committee of teachers using objectives from this graded course of study. These tests will replace the standardized reading test for grades 9, 10, and 11.

System-wide writing competency is assessed at grades 8 and 11. Each fall, committees of teachers compose the writing stimulus for each of these levels and develop the rubric for scoring. Holistic scoring, consistent with the philosophy and objectives expressed in this graded course of study, is the method of evaluation.

Holistic scoring is the most obvious attempt to evaluate wholes rather than parts and the expression of thought rather than mastery of convention. Analytic scoring, on the other hand, emphasizes spelling, sentence structure, punctuation, coherence, and usage, and assumes that knowledge of the parts leads to an understanding of the whole, a theory proven false by current research.

STUDENT ASSESSMENT

The evaluation of students is viewed as a means of development as opposed to a source of grades for a report card. Students who do not achieve the level of competence required by the teacher must be retaught using different methods and perhaps even different materials.

In evaluating student learning, the following instruments are used:

1. system-wide tests
2. teacher-made tests, subjective as well as objective
3. evaluation sheets for oral presentations (see Oral Communications/
Media Curriculum Bulletin)
4. teacher observation of students' classroom behavior
5. students' participation in classroom activities
6. homework assignments and projects.

Due to its recursive nature, writing eludes assessment by these methods and must be evaluated at various stages in the writing process. The National Council of Teachers of English Commission on Composition, regarding assessment as a principle in the teaching of writing, states:

The evaluation of students' progress in writing should begin with the student's own written work. Writing ability cannot be adequately assessed by tests and other formal evaluation alone. Students should be given the opportunity to demonstrate their writing ability in work aimed at various purposes. Students should also be encouraged to develop critical ability to evaluate their own work, so they can become effective, independent writers in the world beyond school.

Since the goal of assessment is to identify strengths and weaknesses in an attempt to bring about fluency, teachers must recognize that comprehension of mechanical skills, taught and tested in isolation, may not accurately indicate a student's overall writing ability. Two commonly used methods of large-scale assessment, holistic and primary trait scoring, can be used in the classroom. Holistic scoring, used in system-wide assessment, is explained in the program evaluation section of this document.

Primary trait scoring is conceptually the same as holistic scoring. The greatest advantage to primary trait scoring for classroom use is that it narrows the focus of holistic scoring, allowing teachers to emphasize one issue at a time. For example, a paper may be scored only on the writer's use of imagination or development of an argument. The great value of primary trait scoring is its direct connection with classroom teaching.

Involving students in the creation of assessment instruments for various assignments helps them to think critically when they evaluate their writing. Even young writers use scoring guides in evaluating writing and quickly discern clear differences between effective and ineffective writing.

Methods of evaluation should be consistent with student-centered classrooms. Thus, while teacher-designed measurement tools are necessary, there is also a role for student-designed evaluative instruments which serve as tools for the instructor's assessment of assignments as well as enhance students' reading, writing, and critical thinking skills.

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